

**ST. MAARTEN ACADEMY CARIBBEAN
ADVANCED PROFICIENCY EXAMINATION**

COMMUNICATION STUDIES UNIT PLAN (2019-2020)

WEEKS	TOPICS	ACTIVITIES
	<p>What is communication? Dr. McDermott (pg. 16- 18)</p> <p>The Communication Process Communication is a whole process, it is inevitable and irreversible. It involves content and relationship. Communication happens within a particular context.</p> <p>The Elements message, conceptualizing, encoding, context, channel, medium, sender, receiver, decoding, noise- internal, external, semantic noise, feedback</p> <ol style="list-style-type: none"> 1. Facilitators and barriers- Facilitators are elements that assist communication 2. Channels and mediums 3. Technology and mass media (pg. 185) 	<ol style="list-style-type: none"> a. Take a message to class. b. Use that message to explain the communication process. c. Make a list of facilitators and barriers to communication. d. Write a page explaining how 3 different modern media affect language use. e. Students work in groups to ascertain the advantages and disadvantages of various communication technology

<p>Analyzing audience pg. 337-340</p> <p>Types of Communication pg.152-158</p> <p>Intra-personal communication, person to person communication ,group communication, mass communication, institutional communication- vertical communication & horizontal communication, miscommunication, misinformation-irony & inflection, disinformation</p> <p>Non-Verbal Communication/ Communicative Behaviours pg. 158- 161</p> <p>Use of postures, gestures and movements, Use of objects-artifacts, Use of space- proxemics Use of time- chronemics, paralanguage, inflection-vocalics, Use of our five senses</p> <p>Functions of Non-Verbal Communication pg.162-164</p> <p>Substituting, reinforcing, regulating, contradicting, managing impression, establishing relationship</p>	<ul style="list-style-type: none"> a. Identifying the intended audience for various selections: poems, stories, songs, art work, and advertisements. b. Role-playing/simulating the non verbal communicative behaviours. c. Students make a model of the brain to demonstrate how language is developed
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What is Language Versus A Language?

pg. 15-16

Characteristics/ Nature of Language

pg.12

human activity, non-instinctive, language communities, systematic, symbolic, dynamic ,maturational

The Functions of Language

pg. 14-15

communicative function, expressive function, reflective function identification function

The Linguistic Sign

pg. 13

Terms- signal, signified, symbolic sign, iconic sign, indexical sign

How Language is Produced

pg.39-40

Broca's area, Wernike's area, vocal organs, vocal cords, vocal tract

THE CREOLIZATION OF LANGUAGE (pg. 66-73)

How Language Changes Over Time pg.40-45
lingua franca, pidgin, mother tongue, creole language, dialect, mutual intelligibility, language variation, social taboo, euphemisms, pejoration elevation, slang, argot sociolect, transliteration, coinage, borrowing, compounding, blending

LANGUAGE INDICATORS

Language Registers, (p. 95-98)
Dialectal Variation, (p. 98-101)
Attitudes to Language, (Syllabus p.16)
Communicative Behaviours, (158-163)

	<p>Differences between Speaking and Writing (pg. 22-27)</p> <p>Speech or writing which is most appropriate?</p> <p>Discourse: artistic and technical (pg.46- 47)</p> <p>Organization of discourse (pg.45-54)</p> <p>Specific to Persuasive Writing thesis statement, main idea, major details, minor details</p> <p>Types of Writing (pg.74-83) Persuasive I Argumentative, Expository, Narrative (pg. 131) Descriptive</p> <p>Text- A Comprehensive English Course (pg. 30)</p> <p>Organization of Information (pg. 103) Specific to Expository Writing</p>	<ul style="list-style-type: none"> a. Graphic organizers b. Identifying types of writing by listening or reading c. Practice writing and speaking in class
	<ul style="list-style-type: none"> 1. Levels of comprehension (pg. 87-94) 2. Modes of comprehension 3. Identifying writer's purpose 4. Literary Devices (p.165-174) 5. Types of Imagery (pg. 137- 138) 6. Definition of Language Strategy (pg. 358) Language techniques and Strategies 	<ul style="list-style-type: none"> 1. Working in groups to create activities for a passage demonstrating knowledge of levels of comprehension. 2. Practice with section 1 essay. 3. Practice writing outlines. 4. Exercises in identifying devices.

	<p>What is research? (pg. 115-122)</p> <ol style="list-style-type: none"> 1. The research process (pg. 145-151) 2. Data collection instruments (pg. 177-184) sampling-probability, non-probability/ convenience, simple random, stratified random, systematic random. 3. Validity and reliability Variables: relationship between variables, considering variables, types of variables, variable and validity 4. The questionnaire (pg. 233-238) 5. Methods of data collection (pg. 205-212) 6. Gathering information from written sources (pg. 57-60) 7. The nature of data (pg. 261-270) 8. Evaluating sources (pg. 289-297) 	<ol style="list-style-type: none"> 1. Mini research for class 2. Data collection instruments 3. Analyzing articles for bias 4. Practice short answer paper for section
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	<p>INTERNAL ASSESSMENT - CHAPTER 15 (pg. 421-443)</p> <p>PLEASE NOTE THAT THERE ARE SOME CHANGES THAT HAVE BEEN MADE TO THE SYLLABUS SINCE THE TEXT WAS PRINTED. PLEASE ENSURE THAT YOU READ THIS INFORMATION FROM THE NEW SYLLABUS AND YOU UNDERSTAND THE CHANGES.</p>	<p>Please be advised that at this point your teacher may decide to do e.g. two topics at a time in order to complete the requirements of the syllabus.</p> <p>Students as your teacher requires please submit the areas of the portfolio in a timely manner. These segments may be hand written.</p> <p>When your teacher requires the first draft of the SBA, this must be typed.</p> <p>Ensure that you make the corrections for the hand written drafts so that when you type, your corrections will be few or you may have none at all.</p>
	<p>a. Customizing messages for an audience (pg. 353-365)</p> <p>b. Media (pg. 387-405) Relevant to Section 3 of Paper 2</p> <p>c. Jamaican Creole vs. Standard English (Syl pg.14-15)</p> <p>d. The Linguistic Features of Caribbean Creole English</p>	<p>a. Students make a chart of structural differences between Jamaican Creole and Standard English.</p> <p>b. Map of Caribbean showing major and minor languages.</p> <p>c. Write an essay describing the linguistic situation in your area.</p>

	<ol style="list-style-type: none"> 1. Speech Making (pg. 277-285) 2. Listening (pg.368-376) 3. 4 purposes for listening 4. Barriers to effective listening 5. Active listening 	
	<p><u>Past Paper Practice</u></p>	<p>External Exam Paper 2: Three essays Paper 1: Multiple choice</p>